



HW 1L29 3

**GRAMMAR AND BASIC
VOCABULARY .
IN
OCEANIC
AUSTRONESIAN:
A STANDARD ELICITATION SCHEDULE**

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GRAMMAR AND BASIC VOCABULARY
IN OCEANIC AUSTRONESIAN LANGUAGES:
A STANDARD ELICITATION SCHEDULE

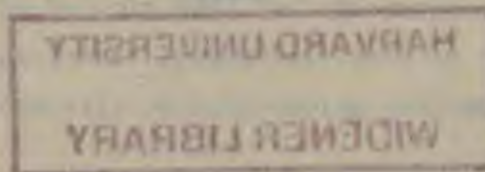
Raymond L. Johnston

Summer Institute of Linguistics

Ukarumpa

Papua New Guinea

1980

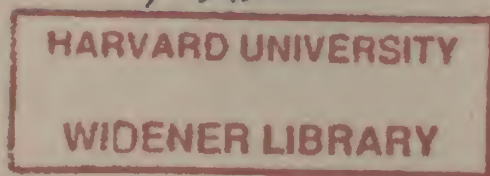


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PREFACE

The elicitation materials contained in this booklet are presented in the interests of attempting to rapidly improve the comparability and quality of data used in the study of Oceanic Austronesian languages from a comparative perspective. While there is no desire to put the present instrument forward as a straight-jacket, it is my belief that in the last century of research into the languages of Melanesia progress has been slowed considerably by the fact that each researcher, and there have been all too few of them, has done "what was right in his own eyes". Consequently today the data available is diverse in quality, quantity, and emphases concerning what is elicited and what is left untouched. Additionally, the New Guinea area is becoming increasingly accessible in an era of independence, enhanced communication, and the training of national linguists. New and interested field workers are coming on the scene who could contribute much if given some guidelines by those who have gone before them.

The present materials fall into three parts: grammar, wordlist, and standard grammar outline. The first part was devised in an attempt to improve the quality of comparative data for subgrouping research in New Britain. It consisted of a standard grammar elicitation list and was tested in the Uvol, Bola and Bulu languages. After presenting it at the Linguistic Society of Papua New Guinea Congress in 1979 I was able to add improvements suggested by Bryan Ezard and Malcolm Ross. Ezard tracked down a number of inconsistencies and potential ambiguities, and, adding in some ideas from Ross concerning elicitation in the form of meaningful groups of sentences, he was able to develop a much improved list for his research in Milne Bay languages. The word list materials are those devised by Ezard and subsequently submitted to field testing by him. The standard grammar outline was devised by Malcolm Ross for the purposes of his own research in the interests of adding consistent grammatical data to qualitative phonological and lexical data in the analysis of subgrouping evidence.

I look forward to the day when most if not all of the Austronesian languages of the New Guinea area will be accessible in a standard and readily-referable form, such as the one suggested in this booklet. It is to be hoped that field

workers will not rest content with the elicitation of standard materials, however, but will go on to contribute much on the many facets of languages which can only be studied in depth. I hope also that the present materials for elicitation will assist in the training and preparation of other field workers. In the meanwhile, the provisional nature of the materials presented herein should be stressed, and I invite those whose experience is more extended or anyone indeed with a good idea to share, to contact me and thus help to develop the present elicitation materials further.

Elicitation is a tool to be used with care by experienced linguists. It is not an end in itself, but should be used as a source of stimulation from which various lines of attack on any one language can be developed. Analysis of a corpus of texts has its place as indeed do methods of experimental syntax and phonology, instrumental analysis and the not-to-be-overlooked 'intuitive' research feel of the experienced field worker. Intuition of the citizen-speaker and informant who is indispensable to the whole of the process of language research in the field cannot be overlooked either. All that aside, I still believe that an elicitation list for the purposes mentioned has a definite positive contribution to make. You are invited then to use the following pages with interest, creativity, and in a spirit of critical involvement in a wider task too large for any one researcher.

Ray Johnston,
Ukarumpa

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BACKGROUND DETAILS

Linguist _____

Language _____ Village _____ Date _____

Source: Name _____ Sex _____ Age _____

Parents' Language: Mother _____ Father _____

Educational level _____ Years out of village _____

No. of years in village _____

Discuss the following sociolinguistic points and write down the main ideas:-

Extent of Language _____

Dialects of Language _____

Difference between men's and women's speech _____

Difference between speech of young and old people _____

Trading relationships in modern and traditional times _____

Language taboos still operating or used in recent past, such as name taboos, or
tabooing of syllables in names of deceased relatives _____

Language change, interest in vernacular and literacy, other intrusive languages,
bilingualism _____

REPORT OF THE
 UNITED STATES
 DEPARTMENT OF AGRICULTURE
 BUREAU OF PLANT INDUSTRY
 WASHINGTON, D. C.
 1914

During the year 1914, the Bureau of Plant Industry has been engaged in a number of important projects. The first of these is the investigation of the diseases of the cotton plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The second project is the investigation of the diseases of the sugarcane plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The third project is the investigation of the diseases of the rubber plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The fourth project is the investigation of the diseases of the banana plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The fifth project is the investigation of the diseases of the pineapple plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The sixth project is the investigation of the diseases of the guava plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The seventh project is the investigation of the diseases of the mango plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The eighth project is the investigation of the diseases of the papaya plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The ninth project is the investigation of the diseases of the cashew plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine. The tenth project is the investigation of the diseases of the coconut plant. This work has been carried on by the Bureau of Plant Industry in cooperation with the Bureau of Entomology and Plant Quarantine.

I. GRAMMAR ELICITATION LIST

1.1 PRONOUNS

	Verbal Affixes		Freeform	POSSESSION				
	Subj.	Object		Common nouns	kin terms	body parts	food	drink
e.g.	'to go'	'to see'	'It is I'	'house' 'pig'	'child' 'father'	'hand'	'taro'	'water'
1 Sing.								
2 Sing.								
3 Sing.								
1 inc.								
1 exc.								
2 Plur.								
3 Plur.								

NAME	RECORDS					
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95. 1817						
96. 1816						
97. 1815						
98. 1814						
99. 1813						
100. 1812						

There may be dual and trial forms of the non-singular pronouns. If time is available list hereunder.

Syntactic Versus Class-related Possession

my coconut (for copra) _____

my coconut (for eating) _____

my flesh (on my body) _____

my flesh (for eating) _____

my book (which I wrote) _____

my book (which I own) _____

1.2 PLURAL FORMS

my mother _____ our (inc.) father _____

my mothers _____ our (inc.) fathers _____

your (sing.) child _____ our (exc.) uncle _____

(mother's brother)

your (sing.) children _____ our (exc.) uncles _____

his friend _____ your (plur.) brother _____
(older)

his friends _____ your (plur.) brothers _____

their sister _____

their sisters _____

man (address) _____ woman (address) _____

men _____ women _____

male _____ female _____

males _____ females _____

branch _____ leaf _____

branches _____ leaves _____

Translate the following sentences into vernacular. These are meant to elicit the marking of semantic roles as indicated in the language by -

- (a) word order,
- (b) case endings,
- (c) preposition and postpositions.

1. John gave betelnut to Peter.
Jon i givim buai long Pita.
-

2. John gave betelnut (to Peter) for the children.
Jon i givim buai long Pita bilong givim long ol pikinini.
-

3. As for Peter, John gave betelnut to him.
Pita ya, Jon i givim buai long em.
-

4. John brought betelnut to Peter.
Jon i kisim buai i go long Pita./Jon i bringim buai long Pita.
-

5. Peter got the betelnut from John.
Pita i kisim buai long Jon.
-

6. John cut a tree with an axe.
John i katim diwai long akis.
-

7. Peter is sick with a cold.
Pita em i sik long kus.
-

Transfer the following amounts into your account. These are the amounts of money you are to receive in the following order:

- (a) 1000
- (b) 500
- (c) 250

Now your balance is 1000.
Add 500 and you have 1500.

Subtract 250 from 1500 and you have 1250.
Add 250 and you have 1500 again.

At the bank, you have 1500 in the account.
When you go to the bank, you have 1500.

Now you have 1500 in the account.
When you go to the bank, you have 1500.

When you go to the bank, you have 1500.
When you go to the bank, you have 1500.

When you go to the bank, you have 1500.
When you go to the bank, you have 1500.

When you go to the bank, you have 1500.
When you go to the bank, you have 1500.

8. My house was knocked down by the wind.
Haus bilong mi i bagarap long bikwin.
-

9. John boarded the canoe.
Jon i kalap long kanu.
-

10. Peter ran away to the bush.
Pita i ranawe (i go) long bus.
-

11. His mother is staying at home.
Mama bilong em i stap long haus.
-

12. Peter ran towards his father.
Pita i ran i go long Papa.
-

13. Peter is happy.
Pita i amamas.
-

The names John and Peter are unimportant to the meaning of the clauses. In elicitation in New Britain, Pius and Alois have been used, in Milne Bay, Sam and Mika. Choose names meaningful to the informant, but be consistent.

1.4 CLAUSE MODALITIES

1. You board your canoe!
Yu kalap long kanu bilong yu!
-

the house was destroyed when the wind
blew down at a terrific rate.

The house was
not a large one.

The house was
not a large one.

The house was
not a large one.

The house was
not a large one.

The house was
not a large one.

The house was
not a large one.

The house was
not a large one.

The house was
not a large one.

2. Whose canoe did John board?
Kanu bilong husat Jon i kalap long en?
-
3. Did Peter board his canoe?
Pita i kalap long kanu bilong em a?
-
4. Peter did not board his canoe.
Pita i no kalap long kanu bilong em.
-
5. Peter might board his canoe.
Ating Pita bai i kalap long kanu bilong em.
-
6. Peter might not board his canoe.
Ating Pita bai i no kalap long kanu bilong em.
-
7. Tomorrow Peter will board his canoe.
Tumora bai Pita i kalap long kanu bilong em.
-
8. Yesterday John boarded his canoe.
Asde Jon i kalap long kanu bilong em.
-
9. Later Peter will board his canoe.
Bihain bai Pita i kalap long kanu bilong em.
-
10. Peter will board his canoe soon.
Pita bai i kalap long kanu bilong em./I no long taim Pita bai kalap long kanu bilong em.
-

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

There is a small lake in the
park which is very beautiful.

1.5 ASPECT

1. John and his brothers have already begun to dance.
Jon na ol brata bilong em ol i statim singsing pinis.
-

2. Peter too is dancing.
Pita tu i singsing.
-

3. Peter always dances well.
Olgeta taim Pita i save singsing gut.
-

4. Michael has already danced.
Maikel i singsing pinis.
-

5. Michael wants to dance again.
Maikel i laik singsing gen.
-

6. Margaret did not dance.
Magret i no singsing.
-

7. Margaret will not dance.
Magret bai i no singsing.
-

8. Margaret does not want to dance.
Magret i no laik singsing.
-

9. Margaret never wants to dance.
Oltaim, oltaim Magret i no laik singsing.
-

1.6 CAUSATIVE

1. The rain made the garden grow.
Ren i mekim gaden i kamap.
-
2. The medicine made me well again.
Marasin i bin mekim mi kamap orait gen.
-
3. The wind caused the coconut to fall.
Win i mekim kokonas i pundaun.
-

1.7 NOMINALIZATION

Elicit the following verbs and their nominalized forms:

- | | Verb | Noun |
|----|---------------------------------------|----------------------------------------------------------------------|
| 1. | fight
Ol man i save pait. | fighting
Pait bilong ol i bagarapim gutpela
sindaun bilong ol. |
| 2. | shoot
Ol i save sut long banara. | shooting
Sut bilong ol i kranki. |
| 3. | walk
Ol i wokabaut i go long ples. | walking
Dispela wokabaut i no isi, i hat moa. |
-

1. The first part of the book is devoted to a general survey of the history of the world.

2. The second part of the book is devoted to a detailed study of the history of the world.

3. The third part of the book is devoted to a detailed study of the history of the world.

4. The fourth part of the book is devoted to a detailed study of the history of the world.

5. The fifth part of the book is devoted to a detailed study of the history of the world.

6. The sixth part of the book is devoted to a detailed study of the history of the world.

7. The seventh part of the book is devoted to a detailed study of the history of the world.

8. The eighth part of the book is devoted to a detailed study of the history of the world.

9. The ninth part of the book is devoted to a detailed study of the history of the world.

10. The tenth part of the book is devoted to a detailed study of the history of the world.

- | | | |
|----|-----------------------------|----------------------------------------------|
| 4. | afraid | fear |
| | Ol man i pret long masalai. | Dispela pret i bagarapim tingting bilong ol. |
-

1.8 REFLEXIVE

Translate and give interlinear English.

1. I cut myself (accidental).
Asua! Mi katim mi yet.
 2. The man killed himself (intentional).
Em i kilim em yet i dai./Em i kilim bek em, na em i dai pinis.
-

1.9 RECIPROCAL

Translate and give interlinear English:

1. Those men help each other in the garden.
Dispela lain man i save helpim ol brata yet long gaden.
 2. Long ago, the men would fight each other and eat each other.
Bipo tru, ol lain man i save pait, na ol i save kilim ol wanwan na kaikaim.
-

1.10 ACCOMPANIMENT

1. I went with the man to the bush.
Mi go wantaim dispela man long bus./Mi go wantaim man i go long bus.
-

1. The first part of the report is devoted to a description of the work done during the year.

2. The second part is devoted to a description of the work done during the year.

3. The third part is devoted to a description of the work done during the year.

4. The fourth part is devoted to a description of the work done during the year.

5. The fifth part is devoted to a description of the work done during the year.

6. The sixth part is devoted to a description of the work done during the year.

7. The seventh part is devoted to a description of the work done during the year.

8. The eighth part is devoted to a description of the work done during the year.

9. The ninth part is devoted to a description of the work done during the year.

10. The tenth part is devoted to a description of the work done during the year.

11. The eleventh part is devoted to a description of the work done during the year.

12. The twelfth part is devoted to a description of the work done during the year.

2. John went with his father to the bush.
Jon tupela papa i go long bus./Jon i go long bus wantaim papa bilong em.
-

3. Peter and his dog went to the bush.
Pita i go long bus wantaim dok bilong em./Pita na dok bilong em i go long bus.
-

1.11 ABILITATIVE

1. Peter can kill the pig.
Pita em inap long kilim pik.
-

2. John is not able to climb the mountain.
Jon i no inap long go antap long maunten.
-

1:12 LOCATIONAL PHRASES

1. John is under the tree.
Jon i stap aninit long diwai.
-

2. My pig is under the house.
Pik bilong mi i stap aninit long haus.
-

3. Peter is near the river.
Pita i stap klostu long wara.
-

4. My bushknife is in the house.
Busnaip bilong mi i stap insait long haus.
-

and with the object of the law.
and the law is the law of the land.

and the law is the law of the land.
and the law is the law of the land.

and the law is the law of the land.
and the law is the law of the land.

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and the law is the law of the land.

and the law is the law of the land.
and the law is the law of the land.

and the law is the law of the land.
and the law is the law of the land.

5. The men are on top of the house.
Ol man i stap antap long haus.
-

6. My pig came to me.
Pik bilong mi i kam long mi.
-

7. My pig went to you.
Pik bilong mi i go long yu.
-

8. John's pig came to me.
Pik bilong Jon i kam long mi.
-

1:13 HEAD-MODIFIER NOUN PHRASE

Translate and give interlinear English.

1. I will eat these two good fish of mine.
Bai mi kaikai dispela tupela gutpela pis bilong mi.
-
-

2. We will go in the man's big canoe.
Bai mipela i go long bikpela kanu bilong dispela man.
-
-

1.14 ADVERBIAL FORMS

1. Mother looked after us very well.
Mama i bin lukautim mipela gutpela tru.
-

The man who is the owner of the house.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

He was a very good man.
He was a very good man.

2. John understood completely what his teacher said.
Dispela tok bilong tisa Jon i save/harim olgeta.
-
3. Peter is completely mad.
Pita em i longlong olgeta./Pita em i longlong tru.
-
4. Michael travels quickly.
Maikel i save wokabaut kwiktaim.
-
5. John talks a lot.
Jon i save toktok planti.
-
6. Mother walks slowly.
Mama i save wokabaut isi isi.
-
7. John and his brothers danced all night.
Jon na brata bilong em ol i singsing i go inap long tulait.
-

1.15 COMPOUND SENTENCES

1. Peter sat and ate a banana.
Pita i sindaun na kaikai banana.
-
2. Peter ate taro and I ate yam.
Pita i kaikai taro na mi kaikai yam.
-

1. The first part of the report is a general introduction to the subject of the study. It is written in a clear and concise manner, and it provides a good overview of the entire report.

2. The second part of the report is a detailed description of the methods used in the study. This part is written in a clear and concise manner, and it provides a good overview of the entire report.

3. The third part of the report is a detailed description of the results of the study. This part is written in a clear and concise manner, and it provides a good overview of the entire report.

4. The fourth part of the report is a detailed description of the conclusions of the study. This part is written in a clear and concise manner, and it provides a good overview of the entire report.

5. The fifth part of the report is a detailed description of the recommendations of the study. This part is written in a clear and concise manner, and it provides a good overview of the entire report.

6. The sixth part of the report is a detailed description of the limitations of the study. This part is written in a clear and concise manner, and it provides a good overview of the entire report.

7. The seventh part of the report is a detailed description of the future research. This part is written in a clear and concise manner, and it provides a good overview of the entire report.

8. The eighth part of the report is a detailed description of the references. This part is written in a clear and concise manner, and it provides a good overview of the entire report.

3. Peter ate a banana and then went to his house.
Pita i kaikai banana pinis na i go long haus bilong em.
-
4. Peter ate a banana and then you called him.
Pita i kaikai banana pinis na yu singautim em.
-
5. John said that you had come.
Jon i tok(im mi) yu kam pinis.
-
6. Peter asked whether you would come or not.
Pita i askim (mi) bai yu kam o nogat.
-
7. He said to me "Go away!"
Em i tokim mi, "Yu go!"
-
8. If my friend stays I will stay.
Sapos pren bilong mi i stap bai mi stap.
-
9. If my friend goes I will go.
Sapos pren bilong mi i go orait bai mi go.
-
10. If my friend had gone I would have gone.
Sapos pren bilong mi i bin go, orait mi (tu mi) bin go, tasol nogat.
-
11. John came home to eat his food.
Jon i kam long haus bilong kaikaim kaikai bilong em.
-

Page 1 of 1
Date: 10/10/2010
Time: 10:10:10

Page 2 of 1
Date: 10/10/2010
Time: 10:10:10

Page 3 of 1
Date: 10/10/2010
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Date: 10/10/2010
Time: 10:10:10

Page 9 of 1
Date: 10/10/2010
Time: 10:10:10

12. I saw a woman carrying a basket.
Mi lukim wanpela meri i karim basket,
-

13. I saw the man who hit the dog.
Mi lukim (dispela) man i paitim dok.
-

14. I saw the dog which the man hit.
Mi lukim dok ya, (dispela) man i bin paitim em.
-

15. I saw the stick with which the man hit the dog.
Mi lukim diwai ya, (dispela) man i bin paitim dok long em.
-

1.16 NUMERALS

List the following numerals;

1	_____	2	_____
3	_____	4	_____
5	_____	6	_____
7	_____	8	_____
9	_____	10	_____
11	_____	12	_____
13	_____	14	_____
20	_____	21	_____
100	_____	101	_____
120	_____	121	_____

Distributive numeral

e.g. two by two; two at a time.

1. The first part of the report is a summary of the work done during the year.

2. The second part of the report is a detailed account of the work done during the year.

3. The third part of the report is a summary of the work done during the year.

4. The fourth part of the report is a summary of the work done during the year.

5. The fifth part of the report is a summary of the work done during the year.

6. The sixth part of the report is a summary of the work done during the year.

1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20

7. The seventh part of the report is a summary of the work done during the year.

8. The eighth part of the report is a summary of the work done during the year.

Adjectival numeral

e.g. the second one; the third one

Adverbial numeral

e.g. the second time; the third time.

1.17 ADJECTIVAL FORMS

big house

bikpela haus _____

very big house

haus i bikpela tumas _____

small house

liklik haus _____

very small house

haus i liklik tumas _____

very good food

gutpela kaikai tru _____

very bad food

kaikai nogut tru _____

fast canoe

kanu i hariap moa _____

slow canoe

kanu i go isi isi _____

1.18 TEXT AND INTERCLAUSAL RELATIONS

Take a short text of 10 to 30 lines. Note the text in phonetic script, or in modified phonetic script, or tentative orthographic rendering, indicating clearly phonetic values of all symbols at top of text.

Translate text interlinearly, and gloss sentence by sentence.

Having looked over the text, attempt to obtain conjunctions such as the following (one English conjunction might broadly correspond to more than one vernacular conjunction):

and _____

so _____

then _____

but _____

if _____ when _____
therefore _____

Note anything you can observe or elicit from the text about the connective functions of motion verbs and locative elements, e.g.

We went and sat down; He is here sitting.

Insert text here.

There is a large number of people who are not aware of the fact that the connection between the two is very close.

It is not only the fact that the two are connected, but also the fact that the connection is very close.

There is a large number of people who are not aware of the fact that the connection between the two is very close.

The present word list is a revised and categorized form of the one proposed by Ezard from his research in testing in Austronesian Languages of South-East Papua. (See Bryan Ezard, 1977. "A Basic Word List for Papua New Guinea", Workpapers in P.N.G. Languages, Vol. 21, 45-74, S.I.L., P.N.G.)

2.1 BODY PARTS

	<u>Vernacular</u>	<u>Comments</u>
1.	(his) hair (of head) gras bilong het bilong em	* [1] not 'body hair'
2.	(his) head het bilong em	* [2]
3.	(his) mouth (opening) maus bilong em	* [3] not 'lips' or teeth'
4.	(his) nose nus bilong em	* [4]
5.	(his) eye ai bilong em	* [5] cross-check with 'egg' (# 34)
6.	(his) neck nek bilong em	* [6] throat, not 'nape'
7.	(his) belly (exterior) bel bilong em	* [7] not interior 'stomach'
8.	(his) skin skin bilong em	* [8] not 'bark of tree'
9.	(his) ear (exterior) ia bilong em	* [26]
10.	(his) tongue tang bilong em	* [27]
11.	(his) tooth tit bilong em	* [28]

* on original Swadesh Word-list

[] Number in S.I.L. Word-list.

Exercises

Exercise 1

1. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
2. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	2. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
3. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	3. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
4. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	4. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
5. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	5. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
6. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	6. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
7. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	7. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
8. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	8. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
9. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	9. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10
10. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10	10. (a) Find the area of the triangle with vertices (1, 2), (3, 4), (5, 6).	(10)	10

12. (her) breast (female)
susu bilong em (meri) _____ * [29] not 'nipple'
13. hand
han _____ * [30] usually includes 'arm';
cross-check with 'wing'
(# 19)
14. back (small of back)
baksait _____ * [51]
15. leg (lower
lek _____ * [57] usually includes 'foot'
16. liver
lewa _____ * [59] omit if unable to
elicit reliably
17. bone
bun _____ * [60] avoid specific bone
names
18. blood
blut _____ * [61] cross-check with
'red' (# 106)
19. wing
pul bilong pisin/han bilong pisin _____ * [64] cross-check with 'hand'
(# 13)
20. fingernail
kapa bilong pinga _____ replaces (65) 'claw'
21. tail (of dog)
tel (bilong dok) _____ * [66]
22. (his) shoulder
sol bilong em _____ * [52]
23. (his) forehead
poret bilong em _____ [53] avoid 'face'

2.2 FOOD

	<u>Vernacular</u>	<u>Comments</u>
24.	banana banana	[89] avoid specific varieties
25.	taro taro	[86] domestic, not giant taro
26.	sugar cane suga	[87]
27.	yam yam	[88]
28.	sweet potato kaukau	[90]
29.	coconut kokonas	palm and nut
30.	betelnut buai	technically, areca nut
31.	lime kambang	for chewing betelnut
32.	mango mango	
33.	sago saksak	for eating, in contrast to the palm, see # 86
34.	egg kiau	[43] cross-check with 'eye' (# 5)

2.3 LIVING CREATURES

	<u>Vernacular</u>	<u>Comments</u>
35.	bird pisin	* [12]
36.	dog dok	* [13] may be same as bird (# 13)
37.	louse laus	* [48]
38.	pig pik	* [78] domestic, if distinct from wild
39.	cassowary muruk	* [79] some areas have no generic term
40.	rat rat	[82] small house variety
41.	snake snek	[84] make sure generic term is elicited
42.	fish pis	* [85] in many mountain areas no generic term is available
43.	frog rokrok	* [83] elicit generic term
44.	eel (salt water variety) maleo	
45.	turtle (sea turtle) trausel/torospel	

46. crab (small beach crab) _____
 katu/kuka
47. crocodile _____
 pukpuk
48. mosquito _____
 natnat
49. meat (flesh of game) _____
 abus/mit
50. fat (animal fat or grease) _____
 gris

* [41]
 * [42]

2.4 HUMAN

Vernacular

51. man (adult male) _____
 man
52. woman _____
 meri
53. (his) father _____
 papa bilong em
54. (his) mother _____
 mama bilong em
55. (his) sister (for a male) _____
 susa bilong em
56. brother (older) _____
 bikbrada/brada
57. (his) name _____
 nem bilong em

* [10] avoid the word
 'person'

* [11]

* [73]

* [74]

* [76]

[75] of a male

[77]

2.5 INTERROGATIVES (may be best elicited in short sentences)

Vernacular

Comments

58. what?
wanem?

* [130] may vary with word classes

59. who?
husat?

* [131]

60. when?
wanem taim?

[132] check if distinction of past and future

61. how?
olsem wanem?

62. why?
bilong wanem?

might not be distinct from 'how'

63. where?
we?

[133] might be suffixed to an existential verb.

5

2.6 NATURE OBJECTS

64. stone (e.g. 2"-3" diameter)
ston

* [20] cross-check with head (#2)

65. tree
diwai

* [38]

66. root (of a tree)
rop bilong diwai

* [39]

67. leaf
lip

* [40] large, not a mass of small leaves together; not a palm frond.

68. seed (for planting)
pikinini

* [104]

69. earth (as opposed to sky) _____ * [97] not 'soil', i.e. the
graun idea of 'land' or 'ground'
70. sand _____ * [98] not found in all areas
waisan
71. mountain _____ * [99] not found in all areas;
maunten not 'hill' or 'island'
72. water _____ * [37] cross-check with 'river'
wara (# 74), 'rain' (# 83),
'wet' (# 117)
73. ocean _____ may be same as 'wave',
solwara 'salt'
74. river _____ cross-check with 'water'
wara/riva (# 72); alternatively,
'spring'
75. beach _____
nambis
76. coral, reef _____
rip
77. island _____
atlan
78. swamp _____
ples i gat wara
79. sun _____ * [32]
san
80. moon _____ * [33]
mun
81. star _____ * [34]
sta

82.	cloud (in the sky) klaut	_____		avoid 'fog' or 'mist' c.f. Tok Pisin 'skai' = English 'cloud'
83.	rain ren	_____		cross-check with 'water'
84.	wind win	_____	[100]	avoid specific names
85.	night nait	_____	* [108]	avoid 'twilight', 'mid- night', 'black'
86.	sago palm (lip bilong) saksak/morota	_____		for thatching
87.	nipa palm (lip bilong) wail saksak	_____		as distinct from the larger sago palm
2.7	VILLAGE OBJECTS			
		<u>Vernacular</u>		<u>Comments</u>
88.	path (track, trail) rot	_____	* [19]	not a large constructed road
89.	fire paia	_____	* [23]	
90.	smoke smok	_____	* [24]	
91.	ashes (white/grey ash) sit bilong paia	_____	* [25]	not 'charcoal'
92.	house haus	_____	* [96]	may only be specific terms available

93. garden
gaden _____
94. canoe
kanu _____
95. paddle
pul bilong kanu _____
96. fish-trap
basket bilong kisim pis _____
97. fish net
umben _____
98. fishing spear
spia bilong sutim pis _____
99. basket
basket _____
100. mat
mat _____
101. comb
kom _____
102. grass-skirt
purpur _____
103. bamboo
mambu _____

10	1000	1000
11	1000	1000
12	1000	1000
13	1000	1000
14	1000	1000
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16	1000	1000
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97	1000	1000
98	1000	1000
99	1000	1000
100	1000	1000

2.8 ADJECTIVES

		<u>Vernacular</u>	<u>Comments</u>
104	big bikpela	_____	* [21] test with 'pig' and 'house', avoid word if language has adjective classes C.F. 3.2.7 of grammar list
105.	small liklik	_____	* [22] not 'short'
106.	red (blood colour) retpela	_____	* (cross-check with 'blood' (# 18)
107	white (paper colour) waitpela	_____	* [111]
108.	black (of skin) blakpela/blak	_____	* [112]
109.	long (spear) longpela	_____	* [118] not 'big'
110.	short sotpela	_____	* [119] not 'small'
111.	heavy hevi	_____	* [120]
112.	cold (water) kol/kolpela	_____	* [122]
113.	hot (water) hat/hatpela	_____	* [123] avoid 'boiling water'
114.	good gutpela	_____	* [116] avoid 'correct', 'straight', 'true'

Reference

Summary

See page 100-101
 1. 100-101
 2. 100-101
 3. 100-101
 4. 100-101
 5. 100-101
 6. 100-101
 7. 100-101
 8. 100-101
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115.	old (house) lapun/olpela	_____	* [124]	avoid 'rotten', 'broken down', 'used', 'big', 'senior'
116.	new (house) nupela	_____	* [125]	
117.	wet (clothing) lap i gat wara	_____	[135]	cross-check with 'water' (# 72)
118.	full (container) pupalap	_____	[137]	
119	dry (clothing) laplap/klos i drai	_____	[136]	
120	many planti	_____	[126]	may also mean 'all'

2.9 TRANSITIVE VERBS

		<u>Vernacular</u>	<u>Comments</u>
121.	it bites dok i kaikaim man	_____	* [14] dog bites man
122.	he eats (vegetables) em i kaikaim kaikai	_____	* [44] avoid 'bite', 'chew'
123.	he drinks em i dringingim wara	_____	* [148]
124.	he sees (it) em i lukim em	_____	* [46]
125.	he gives (it to him) em i givim em	_____	* [45]

126. he hits _____ * [157] man hits dog
127. he hears _____ avoid 'know', 'obey',
em i harim _____ 'understand'
128. he weaves (basket) _____
129. he climbs (tree) _____
130. he paddles (canoe) _____
131. he fishes _____
- em i lainim/hukim pis _____

2.10

INTRANSITIVE VERBS

Vernacular

132. he sits (to be sitting) _____ * [15] not 'the action of
em i sindaun i stap _____ sitting down'
133. he stands (to be standing) _____ * [16] not 'the action of
em i sanap i stap _____ standing up'
134. he comes _____ * [47] avoid 'comes up',
em i kam _____ 'comes down', etc.
135. he sleeps (lying down) _____ * [149] avoid 'recline'
136. he dies _____ * [151] may be the same as
em i dai (pinis) _____ 'becoming unconscious'

Comments

122	an f. 1/2 (baptism) for 1/2	_____	* [118] special of [unclear] [unclear] and for the same [unclear]
123	an f. 1/2 (baptism) for 1/2 (baptism) [unclear]	_____	* [119] [unclear] [unclear]
124	an f. 1/2 (baptism) for 1/2	_____	* [120] [unclear] [unclear] [unclear] [unclear] [unclear]
125	an f. 1/2 (baptism) for 1/2 (baptism)	_____	* [121] [unclear] [unclear] [unclear] [unclear] [unclear]

Exemplary

Exemplary

126	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
127	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
128	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
129	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
130	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
131	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
132	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
133	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
134	an f. 1/2 (baptism) for 1/2 (baptism)	_____	
135	an f. 1/2 (baptism) for 1/2 (baptism)	_____	

137. he laughs
em i lap

[160]
138. it burns (is alight)
em i paia/em i lait

* [152] that is - 'the fire
is burning'
139. he falls down (a person)
em i pundaun

* [156] avoid 'falls down
like a tree'
140. he goes
em i go

* [177] this is often the same
word as 'walk', which
it is intended to
replace.

1195 on 1 to
on 1 to

1196 on 1 to
on 1 to

1197 on 1 to
on 1 to

1198 on 1 to
on 1 to

1199 on 1 to
on 1 to

* [1195]
* [1196]
* [1197]
* [1198]
* [1199]

1195 on 1 to
on 1 to
on 1 to
on 1 to
on 1 to

Having elicited the fairly extensive materials in Part I, the fieldworker may wish to begin outlining a grammatical account of the language while the data is still freshly in mind. The standard grammatical outline hereunder is a simple recommended format to assist with this task, and can be amended or extended at will. Elicitation only allows preliminary analysis, so the present suggested format is strongly morphologically based rather than leaning to syntax, which is more appropriately outlined after careful analysis of texts has been done and experimental syntactic procedures have been applied. A full grammatical analysis would require a much fuller and less elicitation-oriented approach than that presented here. Uniform frameworks appropriate to a fuller account can be found in Lingua, Vol. 42, No. 1, June 1977, and in Language Data (Asian-Pacific Series), Number 10, 1975.

3.1 GRAMMATICAL MORPHEMES

3.1.1 Articles

personal / common / definite

or Noun Markers

3.1.2 Demonstratives

this / that / these / those / which

3.1.3 Limiting Qualifiers

3.1.3.1 General

somewhat / a little / only / even / too

3.1.3.2 Number Markers

some / singular / dual / trial / all

3.1.4 Possession Markers

alienable / attributive

3.1.5 Pronouns (see part 1, section 1)

3.1.5.1 Personals

subject, object, possessive and prepositional forms

1st, 2nd and 3rd persons

inclusive and exclusive distinctions in first person

singular, dual, trial and plural numbers

3.1.5.2 Locative Pronouns

where / here / there / down there / up there

3.1.5.3 Demonstrative Pronouns

here / there / nearer you than me / away from us

3.1.6 Locative and Directional relators

up / down / to / from / at / near / in front of / together

3.1.7 Prepositions

genitive / locative / instrumental / purposive /

benefactive / infinitive

3.1.8 Conjunctions

subordinating / coordinating

3.1.9 Negative Markers

3.1.10 Aspect Markers

Indicative and relative pronouns in list person

Indicative and relative pronouns in list person

Indicative Pronouns

who / that / there / down there / up there

Relative Pronouns

who / that / which / where / when / how / why / what

Relative and personal pronouns

who / that / which / where / when / how / why / what

Relative and personal pronouns

who / that / which / where / when / how / why / what

Relative and personal pronouns

Relative and personal pronouns

who / that / which / where / when / how / why / what

Relative and personal pronouns

Relative and personal pronouns

3.1.11 Tense Markers _____

3.1.12 Polar Interrogative Tag or Marker (i.e. marking yes/no questions)

3.1.13 Numeral Markers _____

3.1.14 Adverbs

3.1.14.1 Limiting _____

3.1.14.2 directional _____

3.2 BASE CLASSES

3.2.1 Common Nouns

simple / expanded, e.g. deverbals / compounds /

proforms such as what

3.2.2 Locative Nouns

in the house (alienable) _____

behind my back (inalienable) _____

3.2.3 Personal Nouns, incl. who

personal names / kinship nouns / personal pronouns

3.2.4 Temporals

later / yesterday / in the morning

3.2.5 Locatives

locatives with place names / locative pronouns

3.2.6 Verbs

3.2.6.1 Active intransitive- simple / expanded

transitive- simple / expanded

3.2.6.2 Causative

3.2.6.3 Reciprocal

3.2.7 Adjectives

qualitative / quantifiers (many/all/some) / frequency / manner

3.3 SIMPLE SENTENCES

3.3.1 Complement + Subject e.g. This is a dog.

3.3.2 Subject + Complement e.g. Those houses new.

This house Michael's

3.3.3 Subject + Verbal predicate + Object + Adjuncts

- 3.3.4 Sentential modes
- 3.3.4.1 Declarative _____
- 3.3.4.2 Imperative _____
- 3.3.4.3 Interrogative for information _____
- 3.3.4.4. Polar (interrogative yes/no) _____
- 3.3.4.5 Prohibitive _____

3.4 COMPOUND SENTENCES

- 3.4.1 Coordinate _____
- 3.4.2 Quotative
- 3.4.2.1 Direct _____
- 3.4.2.2 Indirect _____
- 3.4.3 Conditional (if, when) _____
- 3.4.4 Purposive (to, for) _____
- 3.4.5 Relative (who, which) _____
- 3.4.6 Reason-result (so) _____
- 3.4.7 Result-reason (because) _____
- 3.4.8 Contrary to expectation (but) _____
-



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